OCR
Oxford Cambridge and RSA

QCF

Management

Level 5 NVQ Diploma in Management

Scheme code 03368

Centre Handbook

Contents

1 Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification which has been accredited onto the Qualifications and Credit Framework (QCF).

OCR Level 5 NVQ Diploma in Management

The OCR scheme code for this qualification is 03368

It is important that centre staff involved in the delivery of the above qualification understand the requirements lay down in this handbook. Centres should therefore ensure that all staff involved in the delivery of this qualification has access to this document.

1.1 Administration arrangements for this qualification

A separate publication, the *Admin guide: Vocational Qualifications* (A850), provides details of the administration arrangements for this qualification. The Admin Guide is available to download from our website: www.ocr.org.uk.

1.2 What is the Qualifications and Credit Framework (QCF)?

The QCF is a unit and credit-based regulatory framework which replaces the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

1.3 If centre staff have queries

This Centre Handbook and the Admin Guide contain all the information needed to deliver and administer this qualification. If centre staff have any queries about this qualification that are not answered in these publications, they should refer to the section Further support and information for details of who to contact. Support is also available on the OCR webpages for this qualification.

Centre staff will find membership of the OCR e-community for Team Leading and Management useful for sharing good practice during discussions with others working on this qualification. To access the OCR e-community for Team Leading and Management follow the links to other OCR websites from the main OCR website page www.ocr.org.uk.

1.4 Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages at www.ocr.org.uk for details regarding updates to this qualification. The latest version of this handbook is available to download from the OCR website.

2 General information

2.1 Qualification profile

Title	OCR Level 5 NVQ Diploma in Management
OCR code	03368
QAN	501/0498/6 (Qualification Accreditation Number)
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 5
Qualification structure	The credit required for this qualification is 38. 23 credits from Group A (mandatory) (18 are at level 5 and 4 at level 4) 15 credits from Group B (optional) of which at least 3 credits must be at Level 5 or 6.

Age group approved	Pre-16	16-18	18+	19+
	No	No	Yes	Yes

This qualification is suitable for	• Candidates studying in preparation for employment in Management • Candidates wishing to gain a Level 5 qualification to support further study in Further Education (FE) and Higher Education (HE) in Management and Leadership • Candidates wishing to gain a Level 5 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area • Candidates taking a Higher Apprenticeship in Management
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	This qualification is pass/fail. This qualification are internally assessed by centre staff and externally verified by OCR Assessors.
Funding	For details on eligibility for public funding please refer to the following websites: http://www.education.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/
Performance figures	For information on this qualification's contribution to performance measurement please see Ofqual's 'Register of Regulated Qualifications: http://register.ofqual.gov.uk/
Last date to enter candidates	This is the operational end date for the qualification. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.

2.2   Target market

This qualification is designed for managers preparing for or during the first years of their employment at the respective levels. They may also be found to be suitable for more experienced managers who wish to demonstrate their competence in the areas covered by the units from which the qualifications are constructed.

2.3   Qualification aims

This qualification is aimed at those with personal responsibility and autonomy in their role and who may find that the focus of their work is more to do with managing projects, or technical matters, than people.

This qualification recognises the skills and competences of candidates in the workplace and provides individuals with an opportunity to demonstrate the competence needed for a career as a senior manager. The units encompass a broad range of competencies from the management and leadership sector.

2.4   Entry requirements

This qualification is available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for one of this qualification.

There are no formal requirements for entry to this qualification.

2.5   Unique Learner Number (ULN)

It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for any of the qualifications in this handbook. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank but OCR will not be able to send these achievements to the Diploma Aggregation Service. Further information about this can be found in the *Admin guide: Vocational Qualifications* (A850) available to down load from www.ocr.org.uk.

2.6 Progression opportunities

This qualification forms part of a suite of Team Leading and Management NVQs at Levels 2, 3, 5 and 7. Individuals who achieve this qualification will have the opportunity to progress to the Level 7 NVQ Diploma in Management.

Additionally OCR offers a number of qualifications in other sector areas that will allow suitable progression routes to and from the NVQs. Such areas include Administration, Customer Service, Information Technology and Retail NVQs.

2.7 Supporting OCR candidates

Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections 3 and 6 of this centre handbook.

2.8 Wider issues

This qualification provides potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Centre staff delivering a course that supports this qualification would have opportunities to address spiritual, moral, ethical, social and cultural issues.

Example:
In Unit 6 candidates will monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation.

Environmental issues, health and safety considerations and European developments

Centre staff delivering a course that supports this qualification may have opportunities to address environmental issues, health and safety considerations and European developments depending on the method of delivery/choice of teaching materials.

Example:
In Unit 10 candidates will evaluate personal and organisation's responsibilities and liabilities under health and safety legislation

2.9   Guided learning hours

Each of the units in this qualification are allocated a number of guided learning hours (glh) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit glh for this qualification is given in section 6.

2.10   Funding

This qualification is accredited at Level 5 of the Qualifications and Credit Framework and is eligible for funding under Section 96 and/or Skills Funding Agency. For details on eligibility for public funding please refer to the following websites:

http://www.education.gov.uk/section96/

http://skillsfundingagency.bis.gov.uk/

2.11   Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that candidates have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by centre staff.

2.12   Resources

OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (eg Health and Safety).

In addition, each unit contains guidance on the resources required. Staff conducting assessment must understand fully the requirements of this qualification. Centres should ensure that appropriate physical resources are made available to candidates.

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR in the *Admin guide: Vocational Qualifications (*A850) and the *JCQ Instructions for Conducting Examinations,* available on the OCR website www.ocr.org.uk.

Centres will need to meet the above requirements when they seek centre approval from OCR.

2.13 Delivery in Wales and Northern Ireland

The specification for this qualification has only been approved by Ofqual for delivery in England/Wales/Northern Ireland during the life of the qualifications.

The specification for this qualification has been approved by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral so that candidates may apply whatever is appropriate to their own situation.

We will provide specifications, assessments and supporting documentation in English.

Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the OCR Customer Contact Centre: 024 76 851509.

2.14 Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk.

This document should also be referred to for those candidates who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications (*A850) on the OCR website www.ocr.org.uk.

2.15 Results enquiries and appeals

Please refer to the *Admin guide: Vocational Qualifications* (A850) which can be downloaded from the OCR website www.ocr.org.uk .

2.16 Centre malpractice guidance

It is the responsibility of the Head of Centre[1] to report (in writing) all cases of suspected malpractice involving centre staff or candidates to OCR Risk and Compliance using the following email address: compliance@ocr.org.uk.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly and report the outcomes to OCR.

Further information is contained in the publication: *OCR Malpractice Procedures - A Guide for Centres* and the Joint Council of Qualifications (JCQ) publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk.

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[1] The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

3   Assessment

3.1   Initial assessment of candidates

It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a candidate already has and the gaps that they need to look at. This will help plan the assessment because it allows assessors to help candidates understand the best place to start collecting evidence. It will also identify units which candidates might have difficulty finishing.

3.2   Assessment and the Data Protection Act

It is the centre's responsibility to ensure that candidates comply with the Data Protection Act when producing evidence for summative assessment. More information about the candidate's responsibility is available in section 3.6.

3.3   Assessment planning

Assessors must take responsibility for assessment planning with candidates. This will involve agreeing a number of issues with candidates including:

•   finding the best source of evidence to use for particular units

•   finding the best way of assessing the candidate

•   confirming the best times, dates and places for the assessments to take place.

Assessors must make a note of their assessment planning and regularly give feedback to candidates.

3.4   Making assessment decisions

It is not necessary for candidates to meet all the criteria every time they carry out an activity but **it is necessary that all candidates produce their own evidence to meet all assessment objectives**. Candidates must consistently provide enough evidence for assessors to believe that they are competent in their working environment.

Assessors should:

•   plan with the candidates

•   assess candidate performance, knowledge and understanding

•   look at the evidence

•   question and give feedback to the candidate working towards this qualification.

They should also be satisfied that the candidate has demonstrated competence when meeting the assessment objectives.

All assessment objectives must be completed before the assessor can sign the unit off as complete.

Full details of the administration arrangements associated with this qualification are included in the *Admin guide: Vocational Qualifications* (A850) which can be downloaded from the OCR website www.ocr.org.uk.

3.5   Methods of assessment

It is the assessor's responsibility to agree the best method of assessing a candidate in relation to their individual circumstances. The methods agreed must be:

- valid

- reliable

- safe and manageable

- suitable to the needs of the candidate.

Valid

A valid assessment method is one that is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate's practical skills or their ability to work well with others.

Validity can also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are difficult for the candidate to understand (not in terms of the content but the way they are phrased, for example), the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's policy on "health and safety" as evidence towards the assessment objectives of a unit, as it would not allow for valid assessment. It may be more appropriate for the candidate and assessor to have a discussion about the policy and for the candidate to explain how it is relevant, illustrated with examples from their work to show compliance with the policy requirements. This discussion could then be assessed by the assessor and recorded as evidence.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal verifiers must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

Suitable to the needs of the candidate

OCR has tried to make sure that achievement of this qualification is free from constraints outside the requirements of the candidate's job role.

For candidates who have access requirements please see section 2.14 of this handbook.

If centre staff think that any aspect of this qualification unfairly restricts access and progression, they should talk to their OCR external verifier about this.

OCR in partnership with the Council for Administration and other awarding bodies have identified the following main assessment methods which are suitable for this qualification:

- **direct observation** of practice by a qualified assessor or by the expert witness for occupational specific units

- **examining the evidence** by an assessor

- **questioning** the candidate or witness by an assessor

- **inference of knowledge** from direct observation.

In some situations, the assessor can speak to the candidate to provide evidence of the candidate's performance and knowledge (see Professional discussion).

3.6 Examining the evidence

Only approved and qualified assessors (see Assessor and internal verifier requirements) may examine the evidence for the assessment of this qualification.

Candidates must not reference another individual's personal details in any evidence produced for summative assessment. It is the candidate's responsibility to ensure that any evidence which includes another individual's personal details is anonymised to comply with the Data Protection Act.

Evidence can:

- reflect how the candidate carried out the process

- be the product of a candidate's work

- be a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in an observation or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the qualification.

The product of a candidate's work could be: emails from colleagues, completed forms, computer records, project reports, budget statements, minutes of meetings or case studies. After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

3.7   Observation

Only approved and qualified assessors (see Assessor and internal verifier requirements) may carry out observations for the assessment of this qualification.

The assessor and candidate should plan observations together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

3.8   Questioning

Only approved and qualified assessors (see Assessor and internal verifier requirements) may question a candidate or witness for the assessment of this qualification.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures

- check if a candidate understands principles and theories *and*

- collect information on the type and purpose of the processes a candidate has gone through.

Assessors should ask open questions; that is questions where the candidate has to give an answer (other than 'yes' or 'no'). Assessors should also be careful to avoid complicated questions which may confuse the candidate.

It is important that assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

3.9   Professional discussion

Professional discussion is a structured, planned and in depth discussion recorded by the assessor. It allows the candidate to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

3.10 Witness testimonies

Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the assessor or could be written in a short note.

If a witness provides a written statement they should include the following:

- the candidate's name

- the date, time and venue of the activity carried out

- a description of the activities performed by the candidate

- the date of writing the testimony

- a description of the witness' relationship to the candidate

- their signature and job title

- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's activities demonstrate competence to the standards. It is not acceptable for candidates to produce written witness testimonies for witnesses to sign, to support a qualification they are working towards.

3.11 Personal statements

This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, reflective accounts, but someone who can authenticate them as a true account of what took place must countersign these.

3.12 Performance evidence

Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product

- if group work is used as evidence, the candidate's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence

- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness' testimony both provides performance evidence and would be suitable for this qualification.

3.13 Where evidence comes from

Evidence may come from a number of different sources, for example:

- performance evidence may come from a candidate carrying out workplace activities

- knowledge evidence may come from a candidate carrying out workplace activities or from the candidate answering the assessor's questions.

3.14 Real work

The qualification requires that all assessment of a candidate's performance must take place within a real working environment, and that observation should be of naturally occurring practice within the candidate's work role. This will include the demonstration of the application of knowledge. This principle will apply to all units.

3.15 Simulation

Simulation is not allowed. However, where access to assessment is jeopardised by this, guidance should be sought from OCR who will decide the issue in conjunction with the Council for Administration

3.16 Medium that can be used

Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs and paper-based or digitally formatted documents.

3.17 Amount of evidence needed

It is difficult to give detailed guidance regarding the amount of evidence needed as it depends on the type of evidence collected and the judgement of assessors.

For a candidate to be judged competent in a unit, the evidence presented must satisfy all the assessment requirements and assessment criteria.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

OCR may accept some evidence from candidates who have been assessed in a language other than English, Welsh or Irish as long as there is enough evidence to show that candidates are competent in English, Welsh or Irish to the standard required for competent performance throughout the UK.

3.18 Cumulative assessment record (CAR)

As well as collecting evidence, candidates must record all their assessed evidence in their personal **cumulative assessment record (CAR)**. The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of units.

Filling in the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their qualification. An assessor may help the candidate complete the CAR if necessary.

Centres can design their own recording documents if they want to. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *Admin guide: Vocational Qualifications* (A850) includes information and criteria for designing recording documents.

We have provided other forms and recording documents which assessors and candidates might want to use for this qualification please see the OCR website www.ocr.org.uk.

3.18   Verification – how it works

Internal verification

It is the centre's responsibility to appoint an internal verifier to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

Internal verifiers must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see section Simulation).

The role of the internal verifier is more fully explained in the *Administrative Guide to Vocational Qualifications* (A850).

External verification

OCR will allocate an external verifier who will visit the centre to verify assessments and internal verification.

External verifiers will want to interview candidates, assessors and internal verifiers during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for this qualification, together with their achievements to date plus certification records

- access to evidence (for example, up-to-date portfolios) and CARs

- access to OCR on-line claim system (Interchange)

- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)

- all portfolios (access to evidence) relating to certificates claimed through DCS

- a copy of the external verifier's last visit report

- a sample signature list for all assessors and internal verifiers

- details of training and curriculum vitae for new members of the assessment team

- all **centre records** (see **[Centre records](#) – assessment and verification** for more details)

- evidence of achieving action points since the last external verifier visit

- notes of any action carried out due to particular points mentioned by an external verifier in any correspondence since their last visit

- recommendations to the external verifier

- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

Centre records – assessment and verification

A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name and location

- the title and level of the qualification they are taking

- candidate's start date on the programme and confirmation of registration with OCR

- name of the assessor

- name of the internal verifier

- date and outcome of the initial assessment of the candidate

- dates and details of candidate reviews and feedback sessions

- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit

- enough detail of the assessment to justify the decision made

- an indication of the use of simulation, if used

- dates and outcomes of internal verification

- action resulting from internal verification

- certification.

Records should show formative assessment decisions (ongoing decision making), summative assessment decisions and feedback to the candidate.

4 Assessor and Internal Verifier Requirements

4.1 Assessment Centre Requirements

The Assessment Centre must:

- Ensure that there are a sufficient number of people trained and qualified to assess the number of candidates they anticipate to register

- Ensure that there are a sufficient number of people trained and qualified to internally verify for the number of candidates and assessors

- Put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for those people identified as being responsible for verification

- Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair

- Ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal verification.

4.2 Assessors

Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. Supervisor, manager, tutor.

All assessors must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing

  AND

- keep themselves up-to-date with developments in management and leadership practice

  AND

- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing

(cont.)

In addition Assessors must have:

- An accredited assessor qualification

  OR

- A related qualification in assessment that has been mapped to the national Occupational Standards for assessment

  OR

- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment

4.3 Internal verifiers

Internal Verification is an activity that can be performed by a dedicated individual or as part of an individual's wider role. All Internal verifiers must:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing

  AND

- keep themselves up-to-date with developments in management and leadership practice

  AND

- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing

In addition Assessors must have:

- An accredited Internal verifier qualification

  OR

- A related qualification in Internal verification that has been mapped to the national Occupational Standards for Internal verifiers

  OR

- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for Internal verifiers

5   Certification

Candidates who achieve the full qualification will receive:

- a certificate listing the unit achieved with their related credit value, and

- a certificate giving the full qualification title

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Candidates achieving one or more units but who do not meet the credit requirements for a full certificate will receive a certificate listing the units they have achieved along with their credit value.

5.1   Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications* (A850) for full details.

5.2   Replacement certificates

For details on replacement certificates see the *Admin guide: Vocational Qualifications*.

6 Qualification structure and units

6.1 Qualification structure

Candidates do not have to achieve units in any particular order and teachers/tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of this qualification and identify opportunities to link the units and levels.

If a candidate is not able to complete the full qualification, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

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(Qualification Accreditation Number 501/0498/6)

To achieve this qualification, candidates must achieve a total of 38 credits made up as follows:

23 credits from Group A (mandatory) units (18 are at level 5 and 4 at level 4)
15 credits from Group B (optional) units of which at least 3 credits must be at Level 5 or 6.

The following table contains the groups of mandatory and optional units.

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
Group A (Mandatory)						
1	B1	Develop and evaluate operational plans for own area of responsibility	Y/600/9588	6	5	25
2	B6	Provide leadership and direction for own area of responsibility	T/600/9601	5	4	30
3	C5	Plan change in own area of responsibility	R/600/9654	6	5	30
4	D2b	Work productively with colleagues and stakeholders	M/600/9662	6	5	30
Group B (Optional)						
5	B10a	Establish risk management processes for an organisation	A/600/9616	6	5	30
6	B12	Promote equality of opportunity, diversity and inclusion across an organisation	T/600/9632	6	5	30
7	D3b	Examine staff turnover issues in own area of responsibility	A/600/9664	4	5	25
8	D17	Developing collaborative relationships with other organisations	T/600/9694	7	5	30
9	E4	Promote the use of technology within an organisation	J/600/9702	6	5	30

10	E7	Manage health and safety across an organisation	H/600/9707	6	5	25
11	F3b	Monitor and review business processes	A/600/9759	3	5	20
12	F10	Develop a customer-focused organisation	T/600/9792	5	5	25
13	F15	Conduct a quality audit	J/600/9800	6	6	30
14	F16	Manage product development and marketing	R/600/9802	7	5	30
15	A3	Develop, maintain and review personal networks	R/600/9587	4	4	25
16	B8b	Ensure compliance with legal, regulatory, ethical and social requirements	H/600/9609	5	4	25
17	B10b	Manage risk in own area of responsibility	L/600/9619	4	4	25
18	B10c	Review risk management processes in own area of responsibility	L/600/9622	3	4	20
19	C6	Implement change in own area of responsibility	M/600/9659	6	4	25
20	D2a	Develop working relationships with colleagues and stakeholders	K/600/9661	4	4	20
21	D3a	Recruit staff in own area of responsibility	T/600/9663	4	5	25
22	D6	Plan, allocate and monitor work in own area of responsibility	H/600/9674	5	4	25
23	D7	Support learning and development within own area of responsibility	M/600/9676	5	4	25
24	D8	Address performance problems affecting team members	F/600/9679	3	4	20
25	D9	Build, support and manage a team	F/600/9682	4	4	20
26	D13	Support individuals to develop and take responsibility for their performance	D/600/9690	4	4	20
27	D14	Know how to follow disciplinary procedures	H/600/9691	4	4	20
28	D15	Managing grievance procedures	K/600/9692	3	4	10
29	D16	Support the management of redundancies in own area of responsibility	M/600/9693	3	4	15
30	E6	Develop and implement a risk assessment plan in own area of responsibility	L/600/9703	6	4	20
31	E8	Manage physical resources	K/600/9711	3	4	25

32	E9	Manage the environmental impact of work activities	M/600/9712	5	4	10
33	E16	Manage a tendering process	H/600/9738	4	4	20
34	F1	Plan and manage a project	J/600/9750	8	4	30
35	F4	Develop and implement marketing plans	K/600/9790	6	4	25
36	F9	Analyse the market in which your organisation operates	M/600/9791	5	4	25
37	F11	Manage the achievement of customer satisfaction	A/600/9793	5	4	25
38	F14	Prepare for and support quality audits	Y/600/9798	4	4	20
39	B2	Inform strategic decision-making	D/600/9592	7	6	40
40	B9	Support the culture of an organisation	M/600/9614	5	6	30
41	C3	Lead innovation within an organisation	D/600/9642	10	6	40
42	E1	Manage a budget for own area or activity of work	A/600/9695	7	5	30
43	E17	Outsource organisational processes	T/600/9744	8	6	40
44	F2	Manage a programme of complementary projects	K/600/9756	8	6	30

6.2   Unit format

The format of OCR's units is detailed below.

A unit title

This is a summary of the content of the unit.

Level

This advises the QCF level on which the unit is accredited.

Credit value

This advises how many credits the candidate will achieve for successful achievement of the unit.

Guided learning hours (glh)

This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit.

Unit expiry date

This section specifies the end accreditation date of the unit.

Unit purpose and aim

This section specifies the overall purpose and aim of the unit.

Learning outcomes

These set out what the candidate is expected to know, understand or be able to do as a result of the learning process.

Assessment criteria

These detail the requirements that the candidate will be assessed against in order to evidence the learning outcomes.

Exemplification

This gives guidance on the underpinning knowledge, understanding and skills which candidates will need in order to be able to undertake the assessment for the unit and to meet the requirements of the assessment criteria to assist the planning of assessment.

Assessment

This section details how the assessment criteria will be assessed.

Evidence requirements

These provide specific detail to amplify the knowledge or understanding required to meet the assessment criteria.

Guidance on assessment and evidence requirements

This provides guidance on how the assessment could be carried out and how the evidence requirements could be met.

National Occupational Standards (NOS) mapping/signposting

This section provides signposting to the relevant National Occupational Standards.

Functional skills signposting

This section provides signposting to functional skills.

Resources

This section contains details of any specific resources that must be available to the candidate or suggested resource material that will support learning.

Additional information

This section contains further information such as sector support and unit classification.

6.3   Units

Units can be downloaded from the OCR website www.ocr.org.uk

OCR Level 5 NVQ Diploma in Management
http://www.ocr.org.uk/qualifications/type/qcf/mtl/manage_l5_dip/index.html

7 Administration arrangements

This section provides an overview of the administration arrangements operating for this qualification. Please refer to the *Admin guide: Vocational Qualifications* (A850) for further information.

7.1 Overview of full process

For detailed information on this qualification centres must refer to OCR's Admin guide: Vocational Qualifications (A850).

The following flow chart provides a brief summary of how this qualification are delivered.

Administration flowchart for verification

Apply for centre approval
Complete the approval form

↓

Make candidate entries
Using Interchange

↓

Schedule verifier visits
The verifier will contact you: you are normally entitled to two free visits per academic year

↓

Submit certification claim via Interchange
Let the verifier know which candidates are ready to be certificated

↓

Prepare sample
The verifier will tell you which candidates' work will be sampled

↓

Verifier visit takes place
Your verifier confirms or disagrees with your centre's assessment decisions, provides feedback, advice and guidance

↓

OCR issues certificates
OCR publishes electronic results and sends the appropriate unit and full award certificates

↓

Issue certificates to candidates
You issue all certificates to candidates

8 Supporting Documentation

8.1 OCR assessment material

Electronic resources

General descriptions of the qualifications, units and structures can be accessed on the OCR website www.ocr.org.uk. These files may be copied onto your Local Area Network for candidates to access, sent internally as email attachments to candidates, copied onto hard drives for candidate use etc.

Assessment materials

The OCR assessment materials include evidence record sheets, witness lists and records of achievement. They can be downloaded from the OCR website www.ocr.org.uk.

9   Guidance For Candidates

9.1   Why choose this qualification?

This qualification is aimed at those with personal responsibility and autonomy in their role and who may find that the focus of their work is more to do with managing projects, or technical matters, than people.

This qualification recognises the skills and competences of candidates in the workplace and provides individuals with an opportunity to demonstrate the competence needed for a career as a senior manager. The units encompass a broad range of competencies from the management and leadership sector.

9.2   What do I have to do to achieve this qualification?

To achieve this qualification you must achieve the required combination of units from those listed below.

OCR Level 5 NVQ Diploma in Management

(Qualification Accreditation Number 501/0498/6)

To achieve this qualification, candidates must achieve a total of 38 credits made up as follows:

23 credits from Group A (mandatory) units (18 are at level 5 and 4 at level 4)
15 credits from Group B (optional) units of which at least 3 credits must be at Level 5 or 6.

The following table contains the groups of mandatory and optional units.

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
Group A (Mandatory)					
1	B1	Develop and evaluate operational plans for own area of responsibility	Y/600/9588	6	5
2	B6	Provide leadership and direction for own area of responsibility	T/600/9601	5	4
3	C5	Plan change in own area of responsibility	R/600/9654	6	5
4	D2b	Work productively with colleagues and stakeholders	M/600/9662	6	5
Group B (Optional)					
5	B10a	Establish risk management processes for an organisation	A/600/9616	6	5
6	B12	Promote equality of opportunity, diversity and inclusion across an organisation	T/600/9632	6	5

7	D3b	Examine staff turnover issues in own area of responsibility	A/600/9664	4	5
8	D17	Developing collaborative relationships with other organisations	T/600/9694	7	5
9	E4	Promote the use of technology within an organisation	J/600/9702	6	5
10	E7	Manage health and safety across an organisation	H/600/9707	6	5
11	F3b	Monitor and review business processes	A/600/9759	3	5
12	F10	Develop a customer-focused organisation	T/600/9792	5	5
13	F15	Conduct a quality audit	J/600/9800	6	6
14	F16	Manage product development and marketing	R/600/9802	7	5
15	A3	Develop, maintain and review personal networks	R/600/9587	4	4
16	B8b	Ensure compliance with legal, regulatory, ethical and social requirements	H/600/9609	5	4
17	B10b	Manage risk in own area of responsibility	L/600/9619	4	4
18	B10c	Review risk management processes in own area of responsibility	L/600/9622	3	4
19	C6	Implement change in own area of responsibility	M/600/9659	6	4
20	D2a	Develop working relationships with colleagues and stakeholders	K/600/9661	4	4
21	D3a	Recruit staff in own area of responsibility	T/600/9663	4	5
22	D6	Plan, allocate and monitor work in own area of responsibility	H/600/9674	5	4
23	D7	Support learning and development within own area of responsibility	M/600/9676	5	4
24	D8	Address performance problems affecting team members	F/600/9679	3	4
25	D9	Build, support and manage a team	F/600/9682	4	4
26	D13	Support individuals to develop and take responsibility for their performance	D/600/9690	4	4
27	D14	Know how to follow disciplinary procedures	H/600/9691	4	4
28	D15	Managing grievance procedures	K/600/9692	3	4
29	D16	Support the management of redundancies in own area of responsibility	M/600/9693	3	4

30	E6	Develop and implement a risk assessment plan in own area of responsibility	L/600/9703	6	4
31	E8	Manage physical resources	K/600/9711	3	4
32	E9	Manage the environmental impact of work activities	M/600/9712	5	4
33	E16	Manage a tendering process	H/600/9738	4	4
34	F1	Plan and manage a project	J/600/9750	8	4
35	F4	Develop and implement marketing plans	K/600/9790	6	4
36	F9	Analyse the market in which your organisation operates	M/600/9791	5	4
37	F11	Manage the achievement of customer satisfaction	A/600/9793	5	4
38	F14	Prepare for and support quality audits	Y/600/9798	4	4
39	B2	Inform strategic decision-making	D/600/9592	7	6
40	B9	Support the culture of an organisation	M/600/9614	5	6
41	C3	Lead innovation within an organisation	D/600/9642	10	6
42	E1	Manage a budget for own area or activity of work	A/600/9695	7	5
43	E17	Outsource organisational processes	T/600/9744	8	6
44	F2	Manage a programme of complementary projects	K/600/9756	8	6

9.3 What if I cannot gain enough credits for a full qualification?

This qualification is very flexible and allows you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

9.4 How do I know that this qualification is right for me?

This qualification is designed for candidates wishing to gain an appropriate qualification for team leaders and managers.

This qualification may also form a progression route to higher level courses such as Higher National Diploma (HND) or other appropriate higher education qualifications.

9.5 How are the units assessed?

All of the units will be assessed by a local approved assessor from within your centre. It is your assessor's role to satisfy themselves that you have evidence available to meet all assessment requirements for all learning outcomes and assessment criteria, before they decide that you have finished a unit.

9.6 Do I need to pass all of the units?

The units that need to be passed in order to achieve a full Team Leading or Management qualification are detailed in section 9.2. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

9.7 How do I keep track of my achievements?

We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to).

9.8 Can my work for this qualification prepare me for my Functional Skills?

The work that you do for this qualification may help to prepare you for the functional skills assessment.

10 Mapping and Signposting

10.1 National Occupational Standards (NOS) Mapping

This qualification provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to National Occupational Standards (NOS) in Management and Leadership.

Each unit contains details of the signposting to the NOS.

10.2 Functional skills signposting

Training provided for Team Leading and Management may help to prepare candidates for the functional skills assessment (eg report writing may be good preparation for English). It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

Each unit contains details of the signposting to functional skills.

11 Further Support and Information

11.1 Customer feedback and enquiries

If you have any comments or enquiries about the qualifications in this handbook you can contact one of our customer contact advisers. You can:

write to: Customer Contact Centre
                       OCR
                       Progress House
                       Westwood Way
                       Coventry
                       CV4 8JQ

email: vocational.qualifications@ocr.org.uk

telephone: 024 76 851509

fax: 024 76 421944

You could also visit our website at www.ocr.org.uk for further information about our qualifications.

11.2 Complaints

All complaints will be handled sensitively and speedily and used to inform how we can improve our service to customers.

If you are not satisfied with a product or service we have provided please follow the process set out in our complaints policy.

You can:

write to: Director of Assessment Standards
                       OCR
                       1 Hills Road
                       Cambridge
                       CB1 2EU

email: complaints@ocr.org.uk

Contact our Customer Contact Centre on:

telephone: 024 76 851509

fax: 024 76 421944

11.3 Documents related to this qualification

Our publications:

-   *[Admin guide: Vocational Qualifications](#)*

-   *[Making entries for vocational qualifications via Interchange](#)*

-   *[Making online claims for vocational qualifications](#)*

-    *[Fees list](#)*.

Joint Council of Qualifications (JCQ) publications at www.jcq.org.uk

-   *Access Arrangements, Reasonable Adjustments and Special Consideration*

-   *Instructions for Conducting Examinations*

-   *Suspected Malpractice in Examinations and Assessments.*

Ofqual Regulatory documents at *ofqual.gov.uk/how-we-regulate/regulatory-documents/*

12 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc, of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
Define	to state precisely the meaning of (words, terms, etc)
Deliver	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc); calculate roughly; gauge

Evaluate	to ascertain or set the amount or value of to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc, of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc to put together using parts or ingredients; compose or construct to equip or outfit
Present	to show, exhibit to put forward; submit to bring or suggest to the mind
Produce	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of
Promote	to further or encourage the progress or existence of to raise to a higher rank, status degree etc to urge the adoption of; work for to encourage the sale of (a product) by advertising or securing financial support

Propose	**to put forward (a plan, motion, etc) for consideration or action**
Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc)
Review	to look at or examine again to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc); help to distribute or provide
Show	to make, be, or become visible or noticeable to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc) for consideration
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose